

Handbook for the Teaching of Social Studies



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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of
Social Studies**

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Foreword

In view of the current reform, teaching, learning and assessment need to reflect the evolving needs of a differentiated classroom environment within a lifelong learning framework. This is in line with the philosophy underlying the National Curriculum Framework (NCF) consultation documents that have been launched in May 2011.

The Form 1 and Form 2 curriculum promote ways that support the development of lifelong learning within a framework which is built on the principle of a continuum of learning. The documents serve as a pedagogical tool intended to help teachers meet the different needs of the learners. Apart from this handbook there are two documents for each subject for each form. The first lists the teaching objectives and learning outcomes that need to be covered in a year. A second document which includes teaching and learning examples is intended as additional means of support for teachers as they work with the range of learners in class. The Form 1 and 2 curriculum offer greater autonomy and flexibility to teachers. The learning and teaching process is envisaged to be active, engaging, meaningful and purposeful. Within this process, valuable information will inform further planning and guide the process that will lead to further improvement of learners.

The learning outcomes will now guide the learning and teaching process. This is an output model directly linked to the direction that is being promoted by the national qualifications framework which is directly referenced to the European qualifications framework. All outcomes are directly tied to the revised attainment level descriptors which describe in detail the learning achieved by the individual learner. The attainment level descriptors illustrate the evidence the teacher needs to elicit from a range of activities during the learning process through well thought-out tasks that demonstrate learners' understanding, progress and achievement.

This learner-centred curriculum respects the diversity of learners that we meet in our daily lives as educators and the ways in which they learn. It is built on the belief that all learners can learn. It is our responsibility as educators to provide the contexts and the pedagogical tools to make learning a meaningful process for all learners, to provide learners with experiences that lead them to experience success in their educational journey, supported by the necessary scaffolding and then to challenge them to the next steps and then to the next steps after that as learners grow into self-directed learners within a lifelong learning context.

Professor Grace Grima
Director General
Directorate for Quality and Standards in Education

Preface

The Secondary Curriculum for Form 1 and 2 reflects the aims and philosophy of the recently published draft National Curriculum Framework (2011) which aims at developing learners who are capable of successfully developing their full potential as lifelong learners. The achievement of these aims depends on the following cross-curricular themes for their success: eLearning; Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship and Creativity and Innovation.

This Form 1 and 2 curriculum document reflects the principle of diversity of student learning needs. It recognizes the reality present in society where students have various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competence and learning styles. The Form 1 and 2 curriculum document provides scaffolding to ensure that learners are supported through appropriate teaching and learning approaches whatever their level.

The National Curriculum Framework clearly states that current theories of learning are based on the social constructivist approach where individual learners construct their own meaning and where one needs to move away from teacher centered to learner centered learning. This should lead to students becoming more active learners responsible for their own learning and where the teacher moves away from having a central role to a situation where the learners acquire more responsibility for the learning that takes place.

This new documentation has been written in a style to assist teachers to develop their teaching practices. Successful education relies upon enthusiastic and committed teachers who are willing to contribute to the evolution of increasingly effective schooling processes. I look forward to seeing the quality of education continuing to evolve and that the intentions of the New Curriculum Reforms will become a reality for all our students.

Raymond. J. Camilleri
Director
Curriculum Management and eLearning Department

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Handbook for the Teaching of Social Studies

1. Introduction

The purpose of the new curriculum has the overall aim to help schools and their teachers to improve the quality of their teaching and to enable students to raise their level of educational attainment. This is a common concern for many countries within the EU and the wider world.

It is being proposed that the traditional concept of having a syllabus that is time tabled is being replaced by the concept of a curriculum that is managed. This requires teachers to be given a unitized syllabus which covers all of the content that can be realistically and effectively taught within each year of schooling. This has led to the writing of a Teaching Objectives Framework.

Each unit to be taught contains much more than syllabus content, it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities of the students in their classrooms.

It is presumed that curriculum content is constantly evolving as our society rapidly changes. The new document should be seen as a flexible evolving tool to support the overall aims of education.

There are a number of paradigms that underpin this approach to curriculum.

These are namely:

- That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
- That in order to do this, student centred learning is an important approach to teaching and learning;
- That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject. For each strand of learning there are ten levels;
- That the concept of diversity means all students (be they 'the gifted' or 'the least able') should be encouraged to work at their optimum level. In this context the term special educational needs is no longer required;
- That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process;

Each subject has the following documentation

1. A teaching Objectives and Learning Outcomes document
2. The aims for each subject.
3. Strand definitions to indicate the focus of teaching throughout a student's school career.

4. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.
5. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.
6. Approaches to teaching and learning that are specific and differ for each subject.
7. A number of units which have important sections that relate to the above paradigms
8. e learning perspectives

Each Unit has a number of features

- A front page which indicates
 - the code and title of the unit
 - the length of a lesson and
 - the ten week block of time in which it may be taught
 - it identifies the key words to be addressed
 - the points to note especially about the subject approach to teaching and learning
 - a statement about resources including references to e learning
- A subsequent set of five pages which indicates;
 - the teaching objectives
 - examples of teaching activities and experiences that a teacher may wish to use or develop.
 - a column which indicates the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels
- A set of three pages indicate
 - examples of work within the same teaching objectives for students who are working within attainment levels one to four.
- In some units, a final page that
 - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

Curriculum documentation is for teachers, heads of schools, education officers and education support staff and audit teams. The curriculum documentation provides information and suggestions for schools when planning a balanced school curriculum in every lesson for every student. The teacher may

- Make use of this handbook to strengthen the development of students with suitable learning experiences.

- Make and prepare relevant teaching materials according to the suggestions from the selected curriculum units and teaching activities in accordance to students' learning needs.
- Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of the Social Studies curriculum

Social Studies as a discipline enables students to understand our society from different perspectives. As a school subject it enables them to explore and understand the relationship between people through the study of society starting from the family and their immediate environment to the wider, remote environment (local, national and global). Social Studies provides a unique experience to the student and the school curriculum. It is an essential component in preparing young people for life in the twenty-first century. Our society and the world around us are changing all the time, so it is crucial for every student to explore and analyze the society around him/her not only to understand how society works and evolves through time, but also to be prepared as a future citizen of his/her country.

Social education is indispensable to the development of responsible and active citizens in the present and future world. Social Studies can be an informing and stimulating subject at all levels in education, and contributes to a lifelong enjoyment and understanding of our community – local, national, European and global. Students require global social awareness in order to ensure effective cooperation on a broad range of economic, political, cultural and environmental issues in a shrinking world.

Social Studies addresses the major challenges that the global community is facing. The resolution of major issues facing our world requires the full commitment of people of all generations, including the active participation of students – at home, school, in their town or village and even on a national/international level.

The aims of Social Studies are:

- to understand and analyze key social concepts and issues and their application to real life situations;
- to simulate an interest in and encourage an appreciation of, the society around us;
- to explore and investigate how societies arise from the interaction between social institutions and human behavior;
- to demonstrate concern on different social issues and awareness on fundamental human rights;
- to acquire an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments, and
- to understand contemporary society, with particular reference to Maltese society within a Euro-Mediterranean and global perspective.

2.3 Approach to teaching and learning for Social Studies

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning in Social Studies:

The Social Studies curriculum consists of an investigative, student-centred approach to various aspects of contemporary society from the student's immediate environment (home and the family) to a much wider perspective (local, national and global context). The use of digital resources and information technology are indispensable tools through which the student explores, discovers and investigates the different aspects related with the study of society. There are various methods how to enhance Social Studies education through the use of different e-Learning tools. These include: digital video-recording, editing and uploads; Podcasting as well as Brainstorming (offline and online) digital tools. To explore and investigate different social issues students will have the opportunity to work together through teamwork.

Social Studies is divided into three Strands of Learning: "People and Cultures", "Rights and Responsibilities" and "The Impact of Enterprise and Industry". The Strands, and the topics within each Strand, follow a developmental approach from Year 1 in the primary level to Form 5 in the secondary level.

Key terms associated with Strand "People and Cultures" are: roles, culture, identity, family, gender, race, religion, education, politics, health, mass media, economy, diversity. Key terms associated with Strand "Rights and Responsibilities" are: government, democracy, politics, rights, authority, responsibilities, conflict and cooperation, diversity. Key terms associated with Strand "The Impact of Enterprise and Industry" are: production, distribution, consumption, resources, work, services, interdependence, industry, trade, economy, work

The Social Studies curriculum often starts with the following questions:

- Who are we?
- Where do we live?
- How should we live?
- Why do we need this?
- Why is it there?
- How does it change?
- What impacts does it have?
- How should it be managed for the mutual benefit of humanity and the natural environment?

Finding answers to these questions requires investigation of society, the immediate and remote environment, interaction and differentiation of social concepts. Explanation and analysis of current situations come from both historical and contemporary sources. Trends can be identified which indicate possible future developments. Some of the central concepts of Social Studies are society, social

relations, people-environment relationships, human rights, responsibilities, politics, government, authority, culture, economy, enterprise and industry, enterprise and industry.

2.4 The Teaching Objectives Framework for Social Studies

For each subject there is reference to the Teaching Objectives Framework that is structured to provide a unitized curriculum. The Teaching Objectives Framework identifies the content to be taught in any one year of schooling and in doing so relates to an effective syllabus/course of study that can be taught within the time available. The time available has been worked to within the assumptions that there are twenty seven weeks in a scholastic year and that a unit of work is six hours long comprising of nine, forty minute lessons. It is acknowledged that different schools will have variations on this system but the one presented is the baseline for all schools.

The Framework identifies the units and their titles that are available in any one year throughout the eleven years of schooling in Primary and Secondary education. Each unit has a set of teaching objectives that cover the six hour period that has been allocated. In this way it is possible to identify the content that can be reasonably expected to be taught. This is not a learning outcomes Framework. For each teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom.

The Teaching Objectives Framework is the heart of the curriculum.

Social Studies

Teaching Objectives Framework

	Unit Titles	Key Teaching Objectives
Form 5		
Teaching Block 1	Living in a Changing World	An understanding and analysis of the concept of globalization, incorporating its various aspects. An analysis of its various positive and negative effects from an industrial, financial and economic perspective. An understanding and analysis of the key concepts related to population change: demography, migration and urbanization. This unit also investigates the effects of globalization on culture.

Teaching Block 2	Economy and Work: employment	This unit deals with the importance of work and how this contributes to social development. It deals with the role of the worker, social partners and trade unions, and how employment conditions are regulated by law. The importance of occupational health and safety and how the work environment affects our lifestyle.
Teaching Block 3	REVISION	
Form 4		
Teaching Block 1	Living in Society: stratification and differentiation	An understanding and analysis of the two key concepts of social stratification and differentiation. An understanding of how social mobility can leads to shift from one social class another.
Teaching Block 2	Living in a Democracy: the European Union	An analysis on the European Union as an example of supra-national institution and of the main historical milestones that led to the development of the European Union in 1993 (Maastricht Treaty). The composition and the main institutions of the European Union: the European Commission, the Council of the European Union and the European Parliament.
Teaching Block 3	Economy and Work: the economic sectors	An understanding and analysis of the four sectors of economy with particular reference to the Maltese islands. The services and the digital sectors and how these have contributed to a shift in the country's economy. An understanding of the importance of SMEs and cooperatives to the local economy and how the industrial sector affects the local environment.

Form 3		
Teaching Block 1	Living in Society: culture and identity	An understanding of the key concept of culture and how this is related to our lifestyle and leisure patterns. An analysis of the main characteristics of Malta's national identity and how this is continually evolving because of various social challenges and a multi-cultural environment.
Teaching Block 2	Living in a Democracy: politics and government	The unit deals with politics and government and focuses on the role of political parties in a democratic society. An analysis of the Maltese system of government: the Constitution, the Presidency and government, the Parliament, the judiciary, local councils and public order.
Teaching Block 3	Economy and Work: economic development and sustainability	An analysis on how society and economy have changed from pre-industrial times to the digital world with particular reference to Malta. An understanding and analysis of economic development in relation to fair trade and green tourism.
Form 2		
Teaching Block 1	Living in Society: agents of socialization	An understanding and analysis of the different agents of socialization: the family (extended, nuclear, symmetrical and others), school/ing (formal, informal and non-formal), peer groups, religion, sports and media. Socialization as a means of self-discipline and primary control, with institutions serving to instill conformity and punish non-conformity and deviant behaviour.
Teaching Block 2	Living in a Democracy: government	Understanding of democracy as a fair system of government in relation to other political systems in the world, for example communism and dictatorship. An exploration of democracy in terms of civic values and responsibilities and an analysis of this political system in terms of decentralization of power.
Teaching Block 3	The Person as a Consumer: rights, responsibilities and work identity	Understanding the value of work and that this forms part of a person's own identity. An understanding of the relationship between work and consumerism and how consumer rights and responsibilities are protected by law.

Form 1		
Teaching Block 1	Living in Society: socialization	The understanding of what is society and that the person is a unique individual who needs to live with others (social interaction). Analysis of gender roles and the difference between sex, race and gender.
Teaching Block 2	Living in a Democracy: what it is all about?	An understanding of the key concept of democracy through various historical periods and how this is practiced in different contexts. An understanding and analysis of what are fundamental human rights and how they can participate actively in a modern democracy.
Teaching Block 3	The Person as a Consumer: goods and services	The understanding of the concept of being a consumer and the difference between production, distribution and consumption. Analysis of the different types of consumer and how services can be used wisely. Understanding of the consumer's management of resources.
Year 6		
Teaching Block 1	Living Together	Awareness of and reference to Malta's national heritage and symbols and an exploration of Maltese society, with particular reference to the multi-cultural and global perspective. An understanding how the media of communication and the internet bring us closer together.
Teaching Block 2	Helping Each Other	An understanding of how the Maltese society is organized and how this organization entails a set of rights, laws and regulations. An understanding of the important values and attitudes within our society. Knowledge of basic human rights and how these contribute for better ways of living.
Teaching Block 3	Let's Go Shopping	An understanding of how the Maltese lifestyle has changed the way people make use of different products. Reference to Malta's commercial links with the outside world and an understanding of what is production and how the use of different products affects the environment.

Year 5		
Teaching Block 1	Celebrating Together	The importance of celebrations and leisure in our life. The exploration of different celebrations held at home, at school and in the wider community. The national events that remind students of their common Maltese heritage.
Teaching Block 2	A Week in My Life	A personal journal that records the difference between one's duties and responsibilities and work and leisure. The identification of activities that are directly or indirectly related to government services, especially education and healthcare.
Teaching Block 3	Let us Play	An understanding of the importance that outdoor and indoor games play in our lives, their social importance and economic contribution to the country. An awareness of different popular games, including traditional ones that have a local, national and/or global dimension.
Year 4		
Teaching Block 1	Living in My Village	The cultural heritage and cultural events of the town/village and how these contribute to the development of the town/village identity. An exploration of the local organizations (both civic and religious) where students attend.
Teaching Block 2	People Who Help Us	The active role of students elected on the school council. The different roles of people who help and protect us in our locality and an understanding of the difference between volunteers and employees.
Teaching Block 3	Earning a Living	Reference to traditional crafts and trades that characterized village life in the past, how present day villagers earn their living and an understanding of what the village community provides. Farming, fishing, industries, tourism and services in the Maltese islands.
Year 3		
Teaching Block 1	Our Friends	An identification of the persons whom we call friends. An understanding of the role that friends, regardless of gender, play in the student's life, especially when they work and play

		together in groups.
Teaching Block 2	Our School	An exploration of the school as a miniature of the student's wider community. The school as a place that enables the student to distinguish between likes and dislikes, what is fair and unfair and what is right and wrong.
Teaching Block 3	Our Needs	An understanding of the difference between wants and needs and how to strike a balance between them. The people whom students tell about their wants and the people who provide them with their needs.
Year 2		
Teaching Block 1,2 or 3	My Neighbourhood	An exploration of what exists around the student at school and in the public parts of his/her neighbourhood. The main characteristics that make the student's neighbourhood unique. Organization of and leadership at home, at school and in the neighbourhood. An exploration of the goods which are available in the neighbourhood.
Year 1		
Teaching Block 1,2 or 3	Home and School	An awareness of the importance of the individual person and how the correct use of senses helps students to enjoy their life better. The people whom students usually meet and the similarities and differences between one's family and the classroom environment. The importance of others in our life and that in life one is expected to do certain things and avoid certain others. The different people who contribute in different ways to the student's well-being.

Below are Teaching Objectives Frameworks for Levels 3,2 and 1. At these levels the framework is not year specific. The Frameworks provide a point of teaching reference for students whose chronological age does not match the attainment range for their age.

Teaching Objectives Framework for Level 3

People and cultures	Rights and responsibilities	Impact of enterprise and industry
<i>The teacher will teach students to :</i>	<i>The teacher will teach students to :</i>	<i>The teacher will teach students to :</i>
appreciate that there are different social groups.	Understand rights and roles in different social groups.	Understand safety issues of some of the products
understand male and female roles in society	appreciate their rights to live and make basic choices.	Appreciate and take care of their own resources.
Feel part of the group.	Respect the views and beliefs of others	distinguish the aspects which make an environment free from dangers and other things that can harm and put people at risk.
Socialize with other persons during various activities.	Know their rights and duties.	Be aware that major resources need to be taken care of.
Make friends with whom they like.	Recognise that everyone should be treated fairly	recognize the importance of living in a clean environment and participate in activities to clean the surrounding environment.
Take part in role play activities to support friendships	recognize that lack of human rights may lead to prejudice, discrimination and poverty	become aware that they need to dispose of the goods they consume with care.

Teaching Objectives Framework for Level 2

People and cultures	Rights and responsibilities	Impact of enterprise and industry
<i>The teacher will teach students to :</i>	<i>The teacher will teach students to :</i>	<i>The teacher will teach students to :</i>
feel part of a group and socialise with other persons.	show respect to the beliefs and views of others.	become aware of goods and services in the community.

understand that everybody is unique.	start taking part in activities with others and form contact with other members.	understand different needs and wants in relation to products.
conscious they form part of a group which is the family.	show a basic knowledge of social relationships.	show understanding of things they can do themselves to keep the environment clean.
start to appreciate familiar people's roles.	communicate through various modes of communication including signs, symbols, words and speech	Be aware of a variety of different environments e.g. supermarket
appreciate that they are members of a community.	become aware of positive behaviour in the community.	take part in activities with others and form contact with other members.

Teaching Objectives Framework for Level 1

People and cultures	Rights and responsibilities	Impact of enterprise and industry
<ul style="list-style-type: none"> • Encounter people and objects in the environment : development of sensori-motor cognition strands through activities that aim at familiarising themselves with family members through a multi-sensory experience. 	<ul style="list-style-type: none"> • Encounter people and objects in the environment : development of sensori-motor cognition strands through activities related to experiencing interactions with family members and peers. 	<ul style="list-style-type: none"> • Encounter people and objects in the environment : development of sensori-motor cognition strands through activities aimed at experiencing different types of food they consume.
<ul style="list-style-type: none"> • Aware of people and objects in the environment: development of sensori-motor cognition strands through activities that aim at becoming aware of different people. 	<ul style="list-style-type: none"> • Aware of people and objects in the environment : development of sensori-motor cognition strands through activities related to becoming aware of familiar people in the environment. 	<ul style="list-style-type: none"> • Aware of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at becoming aware various familiar places in the community.

<ul style="list-style-type: none"> • Respond to people and objects in the environment : development of sensori-motor cognition strands through activities that aim at responding to different people and showing preference. 	<ul style="list-style-type: none"> • Respond to people and objects in the environment : development of sensori-motor cognition strands through activities related to increasing interaction with persons and showing preferences. 	<ul style="list-style-type: none"> • Respond to people and objects in the environment : development of sensori-motor cognition strands through activities that aim at increasing interaction with various people in the community and responding to some basic choices.
<ul style="list-style-type: none"> • Engage with people and objects in the environment: development of sensori-motor cognition strands through activities that aim at engaging with familiar people with minimal support. 	<ul style="list-style-type: none"> • Engage with people and objects in the environment : development of sensori-motor cognition strands through activities related to making simple choices using various modes of expression. 	<ul style="list-style-type: none"> • Engage with people and objects in the environment : development of sensori-motor cognition strands through activities that aim at increasing interest in familiar persons who provide us with goods.
<ul style="list-style-type: none"> • Participate in activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at increasing participation with part of a group including the family and peers. 	<ul style="list-style-type: none"> • Participate in activities of people and objects in the environment : development of sensori-motor cognition strands through activities related to expressing basic needs and choices. 	<ul style="list-style-type: none"> • Participate in activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at increasing interactions with unfamiliar persons in the environment who provide us with services.
<ul style="list-style-type: none"> • Involve themselves in activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at socializing with other persons during various activities. 	<ul style="list-style-type: none"> • Involve in activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at expressing some basic pragmatic skills related to requesting and commenting through various means of communication. 	<ul style="list-style-type: none"> • Involve in activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at increasing relationships with unfamiliar persons who provide us with goods and services in a wider environment.

2.5 The value of a unitized curriculum

There is a clear relationship between the volume of content to be taught as projected within a syllabus/course of study and the level of attainment that each student can achieve. The greater the volume of content then less time is available for teaching each aspect of that content. By writing a unitized curriculum the balance between the range of content and the time available for student learning can be achieved. For this new curriculum, in many areas this has meant a reduction in what was being offered in the preceding syllabus. Each unit then has a specific set of objectives which can be reasonably expected to be learned as the allocated time for that unit is made available on the school timetable.

In addition by having a unitized curriculum it is easier for the teacher and the subject Head of Department to manage the curriculum for they are able to quantify the number of specific objectives that it has been possible to deliver and subsequently to make decisions about which units should be presented in which order throughout each year of schooling

2.6 Strands of learning for Social Studies

A strand of learning represents a goal that a student can attain throughout Primary and Secondary education. Each subject will have several strands of continuous learning called attainment level descriptors, which begin in Year One of Primary School and end in Form Five of Secondary School. Each strand is defined and the strands for Social Studies are:

Strand 1 - People and Cultures

A study of interactions, groups and institutions, how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. This strand also focuses on how various institutions affect students' lives and influence their thinking. Learners benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviours, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature and music.

Strand 2 - Rights and Responsibilities

This strand distinguishes between rights, roles and responsibilities of individuals. It also explores the various purposes and mechanisms of government, and how the latter can lead to unity and diversity. The strand also studies various features of political systems and how these lead to conflict and its resolution. Students explore their natural and developing sense of fairness and order as they experience

relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process.

Strand 3 - Impact of Enterprise and Industry

Study of how people organize for the production, distribution and consumption of goods and services. The strand differentiates between wants and needs. It explores the major resources, industries and economic development of the community (local, national and global). It also deals with how people earn a living as well as with the basic concepts of economic systems. Moreover, this strand explores how these economic systems are organized for the production, distribution and consumption of goods and services. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place.

2.7 The use of the attainment level descriptors for Social Studies

There are ten levels of attainment level descriptors. Level Four is equivalent for Year One and two in Primary school and each level then progresses at two yearly intervals.

Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of ALL students. The attainment level descriptor Four is indicative of what the average student can learn by the end of Year Two in Primary education. Each subsequent level represents the range of attainment that an average student can be expected to achieve every two year years. Attainment levels one, two and three are indicators for students who may not attain level four at the end of Year Two. Attainment level ten is for those students who significantly exceed the expected level of attainment at Form Five.

The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each attainment level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome statements in an attainment level descriptor they are assumed to be working within the next level. The attainment level descriptors for Social Studies are:

Strand 1: People and Cultures

A study of interactions, groups and institutions, how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. This strand also focuses on how various institutions affect students' lives and influence their thinking. Learners benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviours, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature and music.

Attainment Level 1

Students encounter activities and experiences. Students follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems, for example, pressing a switch to see particular photos on screen. Students make sounds when not distressed. They show interest in adults. They use emerging conventional communication. Students vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time, for example waiting eagerly for their peers.

Attainment Level 2

Students are aware that they are all different and everyone is a unique individual, for example they look at the mirror and see each other. They indicate facial differences, the colour of the eyes and hair. Students realize that there are important persons in their lives, for example they recognize their mother, father and teacher from photographs. They become conscious that there are others around them who might be in the same room even if they are doing other things. Students recognize some of their own aspects and characteristics. They are conscious of different environments. They recognize that they have abilities and qualities and are conscious that they form part of a group which is the family and that they are members of this group. They become aware that they live in a country and that they are members of an even larger community.

Attainment Level 3

Students start communicating by using a variety of means including pictures, words, photographs and gestures. They start to understand of becoming members of a group and that they feel part of a group and respect members. They are conscious of the places which are secure. They become aware that they form part of a bigger community. Students feel part of the group and socialize with other persons during various activities. The students know which company pleases them and make friends with whom they like. As part of the group they give support to each other and know their rights as well as their duties. Students start to show an understanding of cultural diversity for example by showing them differences in religion, food, music, clothes and symbols.

Attainment Level 4

Students can talk, first in pairs then within a group, on issues arising from home, the class and the school environment. They think of questions they would like to ask about these topics and identify who could help them answer these questions. They realize that their neighbourhood has characteristics and that community life in the neighbourhood depends on various factors. Students recognize that the classroom and neighbourhood environments entail a set of rules and responsibilities. They recognize that their friends come from different environments. Since the classroom forms part of a wider environment, which is the school, students understand that the smooth running of the school requires that they not only observe rules and regulations, but also respect each other.

Attainment Level 5

Students identify the advantages of living together and how different people help them to develop and grow up in a community. They explore their character and personality and recognize the value of teamwork. Students are aware of the various local organizations which they can attend to during their free time. Students explore and discover the beauty of their town or village. Through research work, related onsite visits and the use of the internet students investigate the importance of the archaeological and historical monuments within their town and village. They recognize that, as active citizens, they have the responsibility to preserve and protect the cultural heritage of their neighbourhood. Through discussions and group work they appreciate the importance of cultural events that symbolize the village/town's single community.

Attainment Level 6

Students are able to describe their own character and personality and can discuss gender roles without bias. They describe different types of social groups (and their roles) within their wider community and how these contribute to their character formation. They recognize that part of Malta's national identity is related to national events that symbolize the people's national religious, political, cultural and social identity. Students also recognize that other symbols of the Maltese national identity include the national anthem, the national flag and the national emblem. They explore how people recreate themselves and how leisure contributes to their well-being. Through discussions, the use of the internet and digital resources students recognize the multi-cultural dimension of Maltese society and how the Maltese people are not only Maltese citizens but also Mediterranean, European and world citizens. They also explore how the different media of communication, including the internet, brings people closer together.

Attainment Level 7

Students explore how people live and interact in society and discuss complex social issues that are suggested to them, for example living together and respecting each other. They value the relevance of the self as a unique person, analyze the difference between sex and gender and demonstrate respect towards every person, despite one's race, ethnic and social background, political and religious beliefs and sexual orientation. They distinguish between and explain different types of agents of socialization

within their immediate and remote environment, particularly the family, schools, peer groups, sports clubs, etc. Students explain how these different social groups have changed during these last one hundred years and analyze socialization as a form of self-discipline and primary social control in the context of positive and negative sanctions. Students realize that working in groups and teams implies various leadership and communication skills, where its every member is unique and deserves to be respected and tolerated. They identify and explain the difference between and the relevance of formal, informal and non-formal education not only in the school environment, but also in the groups to which they pertain. Students are aware that in today's society the various media of communication, including the digital media and the internet, are essential for one's personal and social development. Students identify between norms and values of society and how these lead to the transmission and integration of culture.

Attainment Level 8

Students can distinguish between and analyze different levels of identity: personal, local, national and global. Students apply their theoretical knowledge on and analyze social integration, stratification, differentiation and social control and apply it to real-life situations. They recognize what culture is and analyze the main characteristics that constitute the culture of a group or society. They appreciate their national culture and identity and are able to analyze how Maltese culture has changed during the last one hundred years, particularly as regards language, diet, technology and lifestyle. Students explore the various factors, for example, media, emigration and tourism, that have influenced Maltese lifestyle and leisure patterns and how these have changed through time, for example how families spend their weekend, how they enjoy their free-time at home and how they organize family gatherings. Students recognize and analyze how different social groups within the community, particularly the family, the peer group, the classroom or the school as well as different religious and/or social groups, affect their social development and how these have evolved during these last one hundred years. They analyze the causes and the positive and negative effects of migration on the migrants themselves as well as on the host country, and how the presence of migrants in a society contributes to the development of a multi-cultural environment. They explore issues related to society, identity, migration, culture and social mobility by using a range of research strategies, sources of information (including the internet) and case studies through which they weigh up and assess their implications.

Attainment Level 9

Students analyze complex social issues and, as future citizens of their country, apply their theoretical knowledge on society to demonstrate how people can live together in a changing world and how the nations of the world can strike a balance between them for social justice, social equality as well as solidarity. They explore and investigate the challenges that the world is facing in a globalised context: financial, economical, cultural and environmental. Students suggest practical ways how, as future citizens of their country, they can actively contribute towards the improvement of their own society and the country in which they live, for example by being more aware of their physical, built-up and social environment. As future citizens of their country students demonstrate awareness, knowledge and skills that are essential for the protection, preservation and sustainability of their own

environment. They contextualize their own environment within a wider perspective and recognize that their culture and environment form part of a much larger context. Through knowledge and case-studies students value the issue of diversity in practice and understand the importance of living in a multi-cultural environment, where people from different backgrounds can still contribute for the attainment of the same objectives and targets as regards society. Students acknowledge that in today's world the elimination of economical and cultural barriers between its nations leads towards the development of a healthy global society and this integration between people and cultures can be achieved through communication, trade and transportation.

Attainment Level 10

Students are able to talk about, discuss and research issues related with society, socialization, integration, differentiation, mobility and culture and contextualize them within a local, national and international context. They use their knowledge of social, ecological and cultural processes and principles in familiar situations, apply it to unfamiliar situations and formulate hypotheses. Students describe a variety of local, national, regional, or global social and cultural issues as well as their implications and suggest alternative and practical solutions to them; such issues include global solidarity, the effects of globalization on culture, and world society. They suggest various actions they could take to resolve different social issues, particularly in cases of social injustice, inequality, gender bias and social discrimination, and select the best action they could take in the light of their impact. Students recall and analyze how a wide range of social and cultural aspects influence their immediate and remote environment and explain the principles underlying them. Students apply simple sociological theory to study the causes and effects of various social issues that involve aspects of globalization, gender, social mobility, poverty and social exclusion as well as culture and subculture. They use their theoretical knowledge on welfare to analyze the importance of social solidarity and are able to discuss with confidence various complex issues related with youths, youth culture and youth leisure patterns.

Strand 2: Rights and Responsibilities

This strand distinguishes between rights, roles and responsibilities of individuals. It also explores the various purposes and mechanisms of government, and how the latter can lead to unity and diversity. The strand also studies various features of political systems and how these lead to conflict and its resolution. Students explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process.

Attainment Level 1

Students encounter activities and experiences. They follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems, for example, pressing a switch to see particular scenes on screen. Students make sounds when not distressed. Students show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time, for example waiting eagerly for their role play activity.

Attainment Level 2

Students are aware that they are all different and everyone is a unique individual. Students realize that there are important persons in their lives. They become conscious that there are others around them who might be in the same room even if they are doing other things. Students recognize some of their own aspects and characteristics. They recognize they have abilities and qualities and are conscious they form part of a group which is the family and that they are members of this group. They start taking part in activities with others and form contact with other members. They start to notice that they are members of different groups and that they form part of a group such as their family and the school, for example when they leave school to go home, they know that they will find family members waiting for them.

Attainment Level 3

Students show an understanding of cultural diversity and are aware of respecting the views and beliefs of others. They recognize that everyone should be treated fairly and communicate feelings and ideas about consequences of being treated unreasonably. They start to show an understanding that all people have basic human rights, for example the right for food and freedom. Students become aware of the advantages of democracy and human rights. They can communicate through various modes of communication including signs, symbols, words or speech. They start to recognize that lack of human rights may lead to prejudice, discrimination and poverty, for example by watching a video of poor people in less developed countries.

Attainment Level 4

Students are able to identify between rights and responsibilities. They realize that rules and regulations exist in different environments – in the family, at school and in their neighbourhood. Through discussion, first with one another then within a group, students recognize that working in a team involves flexibility and a number of skills. With the use of the internet and digital resources students explore how their school and neighbourhood is organized. Students become aware that there are different organizations contributing to their school and neighbourhood.

Attainment Level 5

Students use their own observation as well as resources that are given to them (including digital ones) to explore how the town/village in which they live is organized. They recognize that the various groups within their town/village (religious and civil groups) contribute in different ways to the well-being of their community. Students identify volunteers and employees whose job is to help and protect the citizen. Students value the importance of the Police force, local wardens and the civil protection within the community and realize that, in their absence, society will suffer various consequences. Students realize that the school is a miniature of their wider community. They use their knowledge to explore the relationships they have with their leaders.

Attainment Level 6

Students can classify routine activities, such as work and leisure, duties and responsibilities. They use their knowledge to discuss the importance of being responsible citizens. They know what are the important values and attitudes that characterize our society. Through the use of the internet, discussions and teamwork they also recognize that the government, Parliament, the local councils and the judiciary have different roles in our society and through time they undergo development to improve their service to the citizen. Students become aware of basic human rights. They identify aspects of community organization within a national, European and global perspective.

Attainment Level 7

Students value the importance of democracy and can talk about its various aspects and characteristics in different contexts, for example equality, pluralism and representation. They debate on the practice of democracy at various levels in their country, starting from the family environment and spreading out to the local, national and international level. They comprehend how it gives power to the members of a community and how their power and potential to make a difference can be used in their lives, their community and their country. They recognize that in the family, at school and in the wider community democracy implies respect towards each other as well as a balance of civic rights and responsibilities. Students compare and contrast democracy with other political systems in the world like communism and dictatorship, and are able to discuss how democracy has changed through time. They distinguish between and recognize the importance of fundamental human rights, for example the right to freedom of expression and the right to freedom of life, and are able to talk on issues where such rights are lacking or even inexistent, particularly in countries that are afflicted by war, poverty, and political instability. They distinguish between national and local governments and are able to investigate the contribution that local governments give to their community, particularly in areas related to the physical environment, education, health and sports. Through discussions and group work students identify areas how they can actively participate in a modern democracy, for example by taking part in youth activities, projects and initiatives that are organized by local councils.

Attainment Level 8

Students understand the structure and function of local and state government, how political decisions affect everyday life through laws and services and, through role-playing and viewing video-clips, comprehend the difference between democracy, communism and dictatorship. Students understand how politics contribute actively and practically towards building and running a community and analyze how this is done. Students realize that politics means much more than political parties. They identify areas how they can contribute actively and practically towards the political development of their country at different levels, for example by taking active part in projects and initiatives that are organized by local councils. Through case studies they discuss, analyze and evaluate topical and controversial issues related to politics and government, especially in the context of decision make, power and authority, policy development and state affairs. They use a range of research strategies and sources of information with confidence to acquire a clear understanding of Malta's tri-partite system of government, its constitutional development since 1921, and the role of political parties and local councils in Malta in ensuring democracy, political transparency and decentralization of power. By means of research, students discover how democracy, political transparency and decentralization of power are related. Through a study of the European Union and of its various institutions students contextualize the relevance of Malta's membership in the EU.

Attainment Level 9

Students analyze complex social issues related to globalization and the global community and how Malta is affected by various globalization matters. Students find out how citizens can take action when fundamental rights are withheld and through internet research, discover about issues where Malta was directly involved in speaking up for these rights. Through teamwork, case studies and research students develop an informed opinion about the positive and negative effects of globalization on their country, in Europe and beyond. Students compare local issues with international ones and understand Malta's contribution to the EU problem-solving strategies and global issues. They use technical language in debates, discussions and write-ups to explain, analyze and evaluate different issues related to forms of development: social, economic, environmental and technological. They analyze the causes and effects of underdevelopment in particular countries, especially in Africa and South America. They explain what sustainable development is and apply their knowledge to real-life situations on how they can contribute to this, for example by demonstrating more awareness to the 3Rs of sustainable development and contributing to less pollution to their physical and natural environment. They analyze what global warming is and explore Malta's contribution to global warming control in recent times. Students analyze issues related with population, such as demography, mobility, migration and urbanization, and are able to explain the effects of globalization on culture and society.

Attainment Level 10

Students are able to talk about, discuss and research different issues that concern politics, authority and government in Malta and Europe in an unbiased way. Through teamwork, discussions and case studies, students find out about contemporary issues which require political response such as

environmental issues, poverty, international terrorism and migration and how politics have to manage these social changes. They contextualize local political issues which are related to the physical environment, globalization, migration and human trafficking as well as sustainable development within a European and global perspective and, with the use of different media, are able to analyze fundamental human rights and the role of human rights agencies within a national and international dimension. Students suggest various actions they could take to resolve controversial political and environmental issues and select the best action they could take in the light of their impact. Students evaluate the importance of democracy when compared to other systems of political leadership in the world. They explore and analyze how a wide range of local political and environmental issues, for example the sustainable use of land and natural resources, can influence Maltese society and the local environment and explain the principles underlying them. They apply their knowledge and media information on globalization to real-life situations and suggest ideas how as future citizens they can contribute actively for the improvement of a globalised society.

Strand 3: Impact of Enterprise and Industry

Attainment Level 1

Students encounter activities and experiences. They follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems, for example, pressing a switch to see photos of familiar goods on screen. Students make sounds when not distressed. They show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time, for example waiting eagerly a school outing.

Attainment Level 2

Students are aware of a variety of different environments, for example visiting a variety of public areas such the town, the shopping centre and supermarket. They cooperate with shared exploration in identifying places which are tidy/untidy, clean/dirty. They show understanding of things they can do themselves to keep the environment clean. They start taking part in activities with others and form contact with other members. They start to notice that they are members of a community and that they form part of a group such as the family, school, and classroom. Students show a basic knowledge of social relationships and become aware of positive behaviour in the community.

Attainment Level 3

Students recognize themselves alongside others in the wider community and are conscious of the places which are secure. They are more sensitive towards the emotions of the other members and understand the importance of taking care of themselves and their environment. They can distinguish the aspects which make an environment free from dangers and other things that can harm and put people at risk. As

part of the group they give support to each other and start to become aware that major resources need to be taken care of. They recognize the importance of living in a clean environment and participate in activities to clean the surrounding environment. They start to become aware that they need to dispose of the goods they consume with care.

Attainment Level 4

Students can talk about the goods they consume as children. They can identify the people who provide them with goods. They differentiate between goods they can acquire from their neighbourhood. Students discover that in the consumption of goods and products they have to respect their environment. Students realize that they have to respect their environment in different contexts: at home, in the classroom, at school and in their own neighbourhood. Through group work students recognize and explore how their school and neighbourhood contribute to protect, safeguard and improve the environment.

Attainment Level 5

Students differentiate between needs and wants and recognize the value of their own resources. By tracking a selection of products they realize that, as responsible consumers, wants can become a problem for our communities because of the unnecessary waste they produce. Through interviews and discussions students explore their rights and responsibilities as consumers and realize that adverts can influence the kind of products and services they buy. Students use a variety of resources to explore the products produced in their own village, how village life looked like in the past, and distinguish village life in the past with present-day situations. They realize the value of work and that in a country like Malta tourism is crucial for its economy. Students also explore how the digital sector contributes to a wider variety of jobs in the country.

Attainment Level 6

Students investigate some aspects of play in their lives. They realize the importance of both work and play, and that leisure and recreation, like a proper diet and the right use of resources, are crucial in maintaining a healthy lifestyle. Students compare traditional games with others they play today. As responsible consumers students give reasons for the choices they make when choosing to purchase products for the games they play and realize that work and consumerism are related. They become aware that popular indoor and outdoor games can have local, national and/or global dimensions. Students recognize that Malta is not a self-sufficient country. Through research work and the use of the internet students recognize what production is, are able to distinguish between importation and exportation and between work and unemployment, and what are consumer rights.

Attainment Level 7

Students recognize their role as a consumer at various levels, distinguish between different types and levels of consumer (at home, at school, within the group and in the wider society), and demonstrate the relationship between consumerism and work. Students discuss the various aspects that form a chain of production and realize that our dependency on various goods and services can influence the way we live as well as the environment that surrounds us. Students use their theoretical knowledge on consumption and production and apply it to real-life situations on how these can be used wisely, not only at home but also in wider social circles. Through discussion and teamwork students identify ways and means how they can be responsible consumers. Students demonstrate how they are able to manage their own resources: financial, material and otherwise. They differentiate between consumer rights and responsibilities and are able to apply their theoretical knowledge to real life situations. Students explore the value of work, its advantages and how this is related to one's own identity, lifestyle and economic situation. Through debates, discussions and research work they explore the causes of unemployment (for example, lack of education or personal training, economic recession or even political conflicts) and its effects on the person and the wider society.

Attainment Level 8

Students recognize that work is an important contributor to the society's economic achievement and development. Through discussions and research they analyze how society and economy have changed through time and, with particular reference to the Maltese context, analyze the four sectors of the economy and how these affect the country's GDP, its physical environment, settlements as well as the people's lifestyle. Students differentiate between their rights and responsibilities as consumers and apply their knowledge to practical situations at home, at school and in the wider society. Through case studies they discuss and evaluate topical issues related to management of resources, consumerism, sustainable development, fair trade and eco-tourism. They use a wide range of research strategies and sources of information, including the internet, with confidence to explore the importance of tourism to Malta's economy and investigate the country's economic relationships with the outside world, within the EU and beyond. They weigh up and assess the implications of competitiveness on enterprise and industry and how in today's world creativity is an important factor that ensures the future of industries, including cooperatives and SMEs. Students discuss the importance of cooperatives and SMEs in Malta and their contribution to the local economy, and analyze exportation and importation with reference to Malta's economic relationship with different countries.

Attainment Level 9

Students analyze complex social issues related with employment, unemployment and leisure, for example work ethics, gender related issues, division of labour, job mobility and career progression. They investigate how good human resource management contributes towards more work effectiveness, therefore increasing efficiency at the workplace. Through debates, discussions, teamwork and write-ups they explain, analyze and evaluate different related issues, for example the role of social partners and the importance of workers' participation in the world of work. Students explore how they can link their

education to the world of work and realize that all persons, despite their age, gender, sexual orientation, disability and ethnic background, should have the same opportunities to the world of work. They use information technology and other sources of information with confidence to analyze the role of trade unions and investigate how employment conditions are regulated by employment acts and various collective agreements. Students demonstrate the necessary skills and knowledge that are important for finding the job to which they aspire, for example communication and leadership skills. Through teamwork, team discussions, case studies and research students develop an informed opinion about the importance of health and safety at the place of work, taking into consideration the various aspects connected with the Health and Safety Act.

Attainment Level 10

Students talk about, discuss and research issues related with economy, economic development and work, for example GDP, employment and unemployment, social partners, division of labour, job mobility and career progression. They contextualize local economic and employment related aspects within a European and global perspective and, with the use of different media, apply their consumer related knowledge to real life situations in different situations, at home, at school as well as in the wider society. Students suggest various actions they could take to resolve economic and employment related issues and select the best action they could take in the light of their impact. They describe a variety of local, national, regional, or global economic and employment related aspects as well as their implications and suggest alternative and practical solutions to them. They explore and analyze how a wide range of economic aspects can influence Maltese society and the local environment and explain the principles underlying them. Students are able to analyze and evaluate issues related with economic development and demonstrate practical ways how they can work towards a sustainable development, particularly the good management of natural resources. They evaluate the various implications of employment and unemployment and demonstrate readiness to apply their knowledge on work and industrial relations to practical situations.

2.8 The use of attainment level descriptors for national benefit

Attainment levels of all students should be assessed on an annual basis. This will allow all of the stakeholders to evaluate the progression in learning made by each student. The data collected will give a simple score of the number of the attainment level reached in each strand. This data can then be collated by the school, by the college or by the Department of Curriculum and eLearning to give a general picture of year-on-year progression of attainment. The data base will be used with clearly defined ethical responsibility so that students, classes or schools cannot be identified by other schools or colleges. This data is very informative to support school development planning as it provides objective evidence of the year on year progress that is being made. This data can be used to celebrate success.

2.9 The use of attainment level descriptors within lessons

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level seven which is the average level for that year group. Yet within such a Form One class the diverse range of ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.

It is very important to note that an attainment level descriptor is a very indiscrete tool not to be used for weekly purposes at a classroom level. Within any one level reflecting annual attainment there will be many sub levels of attainment that different students will reach during a teaching block. Teachers should see the use of attainment level descriptors within the subject units to be a rough guideline to encourage their own more precise planning.

2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

It is important to note that the results of the attainment level assessment should not be used:

- to inform daily progression because any group of students at one attainment level will still have different levels of understanding
- to indicate a student's actual level of attainment on a daily basis.
- to assume that working in one lesson is equivalent to a year's progress.
- to assume that a student attainment level is the same across different units within the same strand

2.11 Avoiding the misuse of learning outcomes

The indicators of learning outcomes identified within the units are based on the teaching objectives. These indications of learning outcomes are only a small sample of all the learning outcomes that will emerge from a teaching objective. Teachers need to be aware that there are many learning outcomes that different students will achieve during the course of a unit. Teachers should not teach to the learning outcomes.

It is also important that teachers do NOT assume that the indicators of learning outcomes in the unit reflect the focus of the whole unit. The driver of the units is the set of teaching objectives NOT the indicators of the few stated learning outcomes.

When using the indicators of learning outcomes in the units it is important to acknowledge that these are a very rough guide for the teacher to begin to bring down the extensive range of other possible learning outcomes that a teaching objective will facilitate.

3. The structure of units in the Social Studies curriculum documentation

The curriculum documentation is written in the form of units and has the following content.

3.1 Unit code and title

The title of each unit reveals the content of the unit and each unit is coded for the schools or teachers to record information collected. The consecutive numbers 7 and 8 in the Form 1 and 2 units reflect the year of schooling and have no relation to the attainment levels.

3.2 Strands and Attainment Levels

Each unit reveals the specific strands that are being delivered so as to remind teachers of the teaching aim of that specific strand and provide relevant learning experience for students.

3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit. These unit specific objectives are in two categories, a set for those students who are within their year related range of ability and then a set for those whose ability requires a further level of assessment. Selected from mainstream teaching objectives, these objectives are adapted to suit the needs of students with learning difficulties.

Teaching Objectives facilitate the focusing of knowledge, skill and attitude to be included in a unit. Usually there are three to five teaching objectives in a unit. Teachers may adjust the requirement of target attainment according to students' abilities, and then plan teaching and a variety of class activities accordingly.

3.4 Vocabulary

Relevant vocabulary included in the units that students need to experience and learn.

3.5 Points to note

These should cover reference to the subject approach to teaching and learning, but they may refer to health and safety issues that teachers need to consider and deal when teaching the unit.

3.6 Resources

A list suggesting teaching material required when teaching the unit. These include a variety of materials to support e Learning.

3.7 Examples of teaching experiences and activities

The teaching and learning content of each unit should correspond to the teaching objectives of the curriculum units. Next to each exemplar teaching situation the specific teaching objective is clearly stated. The examples given for each specific objective reflect ideas to catalyze and inspire teachers to think of their own ideas and materials. The teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning. In creating student centred learning opportunities the teacher must appreciate the difference between teaching objectives for the lesson which indicate the focus of the learning opportunities provided, and the learning outcomes which indicate a range of possible responses that students may give.

3.8 Differentiated Learning Outcomes

The differentiated learning outcomes show an indicative range of attainment levels for different students. They are given as a rough guide to stimulate the teacher's planning. In their class the range of attainment may be wider or narrower. In preparing the unit the teacher should reflect on the range of ability of the students in that class. There can do so by referring directly to the attainment levels. As a consequence of the range of attainment levels the teacher may need to plan for different teaching activities occurring at the same time.

4. The units for Social Studies

The units have three consecutive parts. The first part relates to the attainment levels of students from 5 to 8. The second part refers to attainment levels of students from 1 to 4 and in this part the objectives are similar to those in the first part but they may have been adjusted and this is indicated by the numbering of the objectives. Some units have a third part which refers to e learning activities that relate to all levels of attainment.

The teacher is expected to select the range of objectives (from parts one, two and three) needed according to the range of attainment levels of the students in their class.

5. Assessment Strategies

Assessment needs to be effective, meaningful and must have a purpose. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place on a day to day basis at classroom and school level. This evidence will enable the teacher to adjust the

learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning programme. The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students' active participation at the level of their understanding.

There is an important distinction between strategies to assess attainment as opposed to achievement. Assessment of attainment relates to the 'academic' work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation. In this context we can have a student at level three who is a high attainer and a student at Level nine who is a low attainer. Understanding this distinction is important if the teacher is to ensure that effective progression in learning takes place.

Assessment of the attainment level descriptors should only be summative once a year. Attainment level descriptors contain a number of learning outcomes that reflect a small example of all the learning outcomes arising from the units and their objectives. In assessing an attainment level descriptor the teacher should recognize each of these learning outcomes and use 'a best fit' approach in deciding which learning outcomes within a level that a student has attained.

Assessment of unit-based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Appendices.

6. Facilitating student centred learning with Curriculum documentation

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment

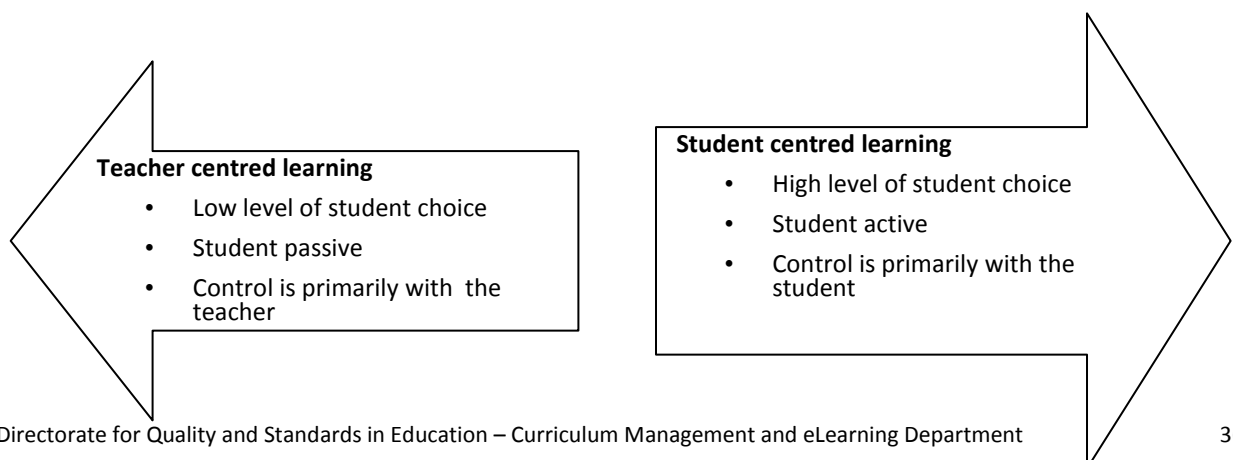
Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different groups. Teachers are encouraged to change their approach from teacher-led teaching to student centred learning

6.1 What is student-centred learning?

There are many terms linked with student centred learning e.g. Flexible learning, Experiential learning, Self-directed learning. Student centred learning is about the shift in power from the expert teacher to the student learner. The paradigm shifts away from teaching is to move the power from the teacher to the student. In student centred learning, the teacher is a leader who is perceived as an authority figure in the classroom but is sufficiently secured within themselves to trust the capacity of the others to think and learn independently. The learner has full responsibility for their learning.

6.2 Teacher-centred and student-centred contrary perspectives

There are two very different approaches to enabling students to learn. One is where the teacher tells the students all that he thinks that they need to know. This direct teaching usually is given from the front of the class and the teacher controls all of the student learning by efficiently telling the whole class what needs to be learned. At the other end of the spectrum there is student centred learning where the teacher is only one of several resources available to each different student in the class.



6.3 Student-centred learning continuum

Within the various understanding of student centred learning there are a range of interpretations. In the limited interpretation the teacher decides what each individual student needs to know and sets the behavioural objectives to indicate efficient learning. Each student only learns what the teacher tells them but the information is specific to each student. At the other end of the student learning continuum, the student is in total control of what they learn and when they learn it. In this case the transmission of knowledge is not so efficient, but the control of the learning and understanding is very effective because it is monitored by the student themselves. In between these two extremes there are many interpretations of the term 'student centred learning'. The key factor is that the student is in control of the flow of learning information, no matter what are their disability related barriers to learning.

6.4 Implications for curriculum design

In order for a teacher to encourage student centred learning, there needs to be a clear curriculum framework through which students can progress, week by week and year by year. This framework should provide a curriculum of opportunity for each student to follow during their career through school. At the school and classroom levels there needs to be effective and appropriate curriculum design with the following features:

- a. The curriculum should be unitized with clear objectives
- b. Within a unit students should have a choice of what they wish to learn in the lesson

6.5 Lesson planning for student centred learning

Student centred learning requires the teachers to plan their lessons effectively. A lesson plan for a group of students should address the following questions:

- a. Are the indicative learning outcomes clear
- b. What are the identified learning processes for the beginning, middle and end of the lesson?
- c. What resources are identified?
- d. Is there any guidance for behaviour management?

6.6 Understanding the difference between the teacher's lowest conceptual level which is above the students' highest conceptual level

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of

understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing. This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

7. The use of curriculum documentation for curriculum planning

The value of unitized Curriculum documentation is that they support curriculum planning at both the school and classroom level. This approach means that the attainment of the students drives the balance of the school curriculum and not the subjective decisions of the school's senior management team. In the three tables below we can see that a unitized curriculum within a scheme of work allows the senior managers monitor at a school level what is happening at the classroom teaching level as well as at the classroom timetabling level.

7.1 Teaching hours for the allocation of subjects

At a school level the scheme of work allows for the allocation of teaching hours in Form One.

Maltese	English	Mathematics	Integrated Science	Religion	Total teaching hours
84	105	105	84	42	
Geography	Arts Education	History	PSD	Social Studies	
21	21	42	42	21	
ICT	PE	+ 1 foreign language option	+ other option		
21	42	84	42		756 hours

(The above data is based on scholastic year 2010-2011)

7.2 Yearly planning statement

This document can then be converted into a yearly planning statement for each class. This allows the senior management team to understand and then monitor what is happening across one year in any one class.

School Yearly Planning 2011-2012

Form One

	Teaching Block (TB1)	Teaching Block (TB2)	Teaching Block (TB3)
Maltese	Unit 1 Jiena Unit 2 Film li ma ninsa qatt Unit 3 Int sabiħna o Malta tagħna Unit 4 Darba waħda	Unit 5 Logħob u festi Unit 6 Sur editur Unit 7 L-istorja ta' Jo Unit 8 L-iskola	Unit 9 Jason Unit 10 Storja ta' vera Unit 11 Naraw fejn aħna Unit 12 Aħna tfal bravi
Maths	Unit 1 Properties of whole numbers Unit 2 Angles Unit 3 Number patterns & co-ordinates Unit 4 Decimal number & money Unit 5 Fractions	Unit 6 Metric measures & time Unit 7 Triangles & scale drawing Unit 8 Accuracy & number machines Unit 9 Polygons & symmetry Unit 10 Displaying data, central tendency & probability	Unit 11 Using letters instead of numbers Unit 12 What are directed numbers? Unit 13 What are straight line graphs & transformations Unit 14 Solid Shapes & Volume Unit 15 Solid Shapes & Volume
Geography	Unit 1 Map Detectives	Unit 2 Exploring Malta (1)	Unit 3 Exploring Malta (2)
English	Unit 1 The way we live Unit 2 Going on holiday Unit 3 The world of science Unit 4 The world around us and beyond Unit 5 Families	Unit 6 Friends Unit 7 The right job for me Unit 8 Let's sing & play Unit 9 Adventure Unit 10 Let's play this game	Unit 11 Different ways of buying & selling Unit 12 Let's imagine Unit 13 Television Unit 14 Follow the rules Unit 15 Let's save the world

History	Unit 1 Studying history Unit 2 Beyond history	Unit 3 Meeting civilizations Unit 4 The Roman eagle spreads its wings	Unit 5 The Roman eagle spreads its wings Unit 6 Under the rule of the crescent
Social Studies	Unit 1 Living in a society – socialization	Unit 2 Living in a democracy	Unit 3 The person as a consumer – goods & Services
PSD	Unit 1 Getting to know my new school environment & peers Unit 2 All about me	Unit 3 Respecting ourselves & others Unit 4 Understanding growing up changes & making responsible choices	Unit 5 Roles & responsibilities within different social contexts Unit 6 Making good use of my time
Music (General)	Unit 1 Musicking	Unit 2 Music in Art	Unit 3 A golden treasury of medieval & Renaissance music
Music (Option)	Unit 1 note values, time names & signatures Unit 2 Pitch & pitch inflections	Unit 3 Intervals & aural awareness Unit 4 The triad & its application	Unit 5 Writing & performing strands
Textile Studies	Unit 1 One way to sew it up! Unit 2 Christmas Stocking	Unit 3 taking a look at textiles Unit 4 rags to riches	Unit 5 Creative Design Unit 6 Colour your Life Unit 7 Outdoor 1 – follow it, find it
PE	Unit 1 Fast, high & far Unit 2 Let’s dance	Unit 3 That’s a cool work out Unit 4 A cool routine	Unit 5 Just between us Unit 6 Send it up high Unit 7 Outdoor 1- follow it, find it
Integrated Science	Unit 1 In the lab Unit 2 Grouping Unit 3 Ecology Unit 4 Energy around us	Unit 5 Energy & sustainable living Unit 6 Chemical reactions Unit 7 Cells & body systems Unit 8 Reproduction	Unit 9 Acids & alkalis Unit 10 Materials Unit 11 Electricity Unit 12 Forces
Religion	Unit 1 My journey Unit 2 The power within	Unit 3 Choosing the way Unit 4 The backpack	Unit 5 Challenges Unit 6 Never alone
Art	Unit 1 The magic of line	Unit 2 A kaleidoscope of colour	Unit 3 Patterns galore Unit 4 Textures to see, textures to touch
Drama	Unit 1 Let’s polish it	Unit 2 How do I behave?	Unit 3 We become someone else

Italian	Unit 1 Start Unit 2 Myself & others Unit 3 On the road Unit 4 In the city	Unit 5 What do you do? Unit 6 My identity Unit 7 The family Unit 8 Whose is it?	Unit 9 My home Unit 10 The Colours of life Unit 11 Daily routine Unit 12 What day is today?
French	Unit 1 Recognizing French in various forms Unit 2 My school mates Unit 3 All about myself Unit 4 My clothes, likes & dislikes	Unit 5 Life at school Unit 6 Consolidation & revision Unit 7 My family Unit 8 Time & date	Unit 9 Where am I? Unit 10 Let's visit Paris! Unit 11 Where is all? Unit 12 Consolidation & revision
German	Unit 1 Let's start Unit 2 All about myself Unit 3 Family & friends Unit 4 How much, how many?	Unit 5 Daily routine Unit 6 What is the weather like? Unit 7 Free time & hobbies Unit 8 Yes, of course	Unit 9 What I can do & what I want to do Unit 10 Have you heard? Unit 11 At home Unit 12 Consolidation & revision
Arabic	Unit 1 Let's get started Unit 2 The Arabic Alphabet Unit 3 All about me Unit 4 Identifying yourself & others	Unit 5 Sentence structure & punctuation Unit 6 Family & relatives Unit 7 Colours, Shapes & descriptions Unit 8 My house; types of houses	Unit 9 My school & its environment Unit 10 Can you tell me where is.....? Unit 11 Numbers (1-10) days of the week & months Unit 12 What I have learnt this year
Design & Technology	Unit 1 Gifts of the forest Unit 2 Plastic investigator	Unit 3 Test it yourself Unit 4 Treasures from under ground	Unit 5 One way operation Unit 6 Sensible energy sources
ICT	Unit 1 Collecting and sharing information	Unit 2 Texts, pictures and numbers	Unit 3 Presenting and publishing information

Spanish	Unit 1 Ready, set, go! Unit 2 Hello, how are you? Unit 3 Where are you from? Unit 4 the family is well, thanks.	Unit 5 How hungry! Unit 6 Everyone has their favourite colour Unit 7 Home, sweet home Unit 8 Come on!	Unit 9 My daily routine Unit 10 It's raining cats & dogs Unit 11 More beautiful than most Unit 12 Beach or mountain?
Graph Communication	Unit 1 grasping the principles of basic geometric construction Unit 2 constructing angles & patterns by means of compass & set squares	Unit 3 Constructing triangles & quadrilaterals Unit 4 Constructing circles & polygons	Unit 5 Projecting isometric drawings Unit 6 Introducing information graphics
Home Economics	Unit 1 Discovering Home Economics Unit 2 Pyramid power	Unit 3 Smart snacking Unit 4 Breakfast Time	Unit 5 Sweet Endings Unit 6 Roll up your sleeves

7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block. So for example if we take the subjects for Teaching Block One above we can then produce a timetable for that Teaching Block.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Unit 1 Properties of whole numbers	PSD Unit 1 Getting to know my school...	English Unit 1 The way we live	Int. Science Unit 1 In the lab	Geography Unit 1 Map Detectives
English Unit 1 The way we live	PSD Unit 1 getting to know my school..	Maltese Unit 1 Jiena	Italian Unit 1 Start	Religion Unit 1 My journey
Maltese Unit 1 Jiena	PE Unit 1 Fast, high & far	Maths Unit 1 Properties of whole numbers	Religion Unit 1 My journey	Maths Unit 1 Properties of whole numbers
ALM Unit 1 Musicking	Italian Unit 1 Start	Maths Unit 1 Properties of whole numbers	English Unit 1 The way we live	Italian Unit 1 Start
Maths Unit 1 Properties of whole numbers	History Unit 1 Beyond History	Italian Unit 1 Start	Maltese Unit 1 Jiena	Maltese Unit 1 Jiena

Home Econ. Unit 1 Discovering home	English Unit 1 The way we live	Int. Science Unit 1 In the lab	ICT Unit 1 Collecting & sharing information	English Unit 1 The way we live
Home Econ. Unit 1 Discovering home	Int. Science Unit 1 In the lab	PE Unit 1 fast, high & far	Social Studies Unit 1 Living in a society - socialization	Int. Science Unit 1 In the lab

Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student's level of attainment i.e. it is a student centred curriculum.

8. The important contribution of eLearning

eLearning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, "What can teachers and students do today that they could not do without technology?" has to be the guiding rule that helps teachers and students use the tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.

8.1 Digital Technologies

eLearning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;
2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording, mics, and presentation software;
4. The Internet - which provides access to a range of digital resources including on line libraries, databases and "Cloud computing".
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;

8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;
11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;
12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.
14. the list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.

8.2 Leaders' role

Digital technology plays a critical role in allowing teachers to focus on student-centred approaches. Integrating digital technology into the curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.

9. Appendices

Appendix 1

Flexibility in curriculum management progression from a Unit to Teaching

The flexible hierarchical structure of the curriculum

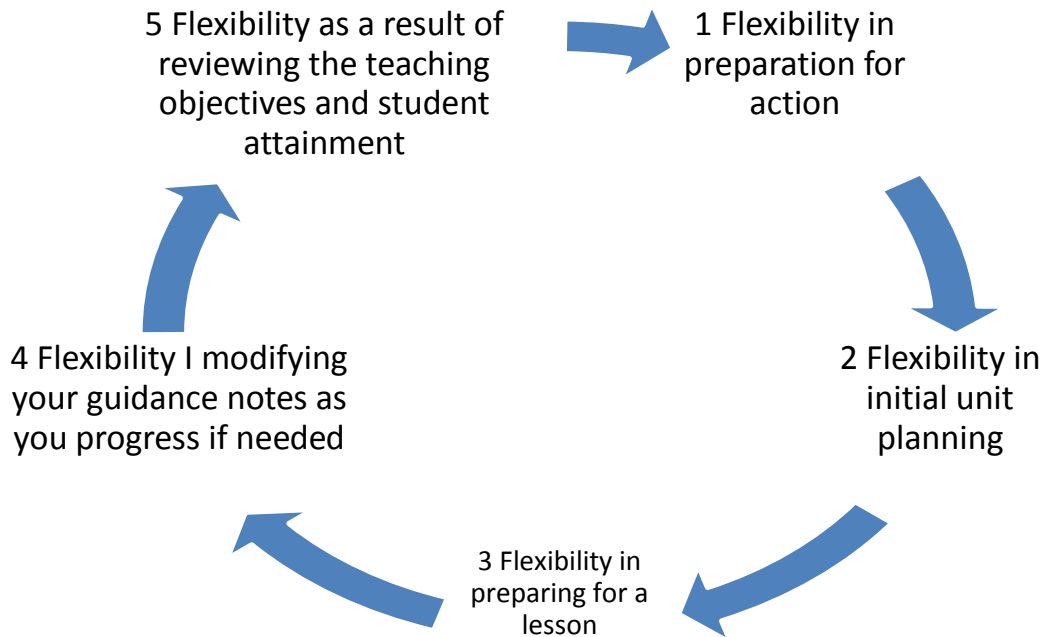
At each level in the hierarchy of the schooling system the curriculum can be flexibly managed. This is more fully explained in the footnote.

- The central curriculum from the DCMeL
- The curriculum of opportunity the whole set of units for each subject at a college and school level
- Subjects scheme of work with the strands, their units and Level descriptors at HOD level
- Subject units all the units that make up the scheme of work for each subject at a classroom level
- Unit teaching objectives for the teacher's delivery of the subject
- Lesson procedure guidance possible more detailed notes for a lesson
- Student learning outcomes macro for the class and micro for the student

Different forms of flexibility when managing the units at a classroom level

1. Flexibility in preparation for action
2. Flexibility in initial unit planning
3. Flexibility preparing for a lesson
4. Flexibility in modifying the teaching plan as you progress
5. Flexibility as a result of reviewing the teaching objectives and student attainment

Flexibility in developing a teaching implementation strategy at the classroom level



1. Flexibility in preparation for action

Decide the order and how many units to teach within a year and in which teaching blocks.

Flexibility is in choosing the units in the order that suits you. **Example 1** is the recommended one in the handbook. **Example 2** just changes the units within a term.

Social Studies Example 1	Teaching Block (TB 1)	Teaching Block (TB 2)	Teaching Block (TB 3)
Social Studies Example 2	Unit 1 Living in Society: socialization	Unit 2 Living in a Democracy: what it is all about?	Unit 3 The Person as a Consumer: goods and services
	Unit 2 Living in a Democracy: what it is all about?	Unit 1 Living in Society: socialisation	Unit 3 The Person as a Consumer: goods and services

1.1 Flexibility in initial unit planning

Example Subject: Social Studies

Form 1

Unit title: Living in a Democracy: what it is all about?

Unit duration: 9 sessions of 40 minutes: Total 6 hours

Strand: Rights and Responsibilities

Objectives at attainment levels 5,6,7 and 8

The teacher will teach :

1. why in society it is important for people to respect each other.
2. how different societies sought to live in an equitable manner in different times.
3. why in society it is important for people to be equal and live freely.
4. how people can live fairly and equitably in different places.
5. why fundamental human rights are important.

Objectives at attainment levels 1,2,3 and 4

The teacher will help students:

- 1.1 appreciate that they should show respect to the beliefs and views of others.
- 2.1 experience how elections were carried out in the past and today.
- 3.1 experience freedom, equality and respect for each other.
- 4.1 understand rights and roles in different social groups.
- 5.1 appreciate their rights to live and make basic choices

- Read the unit as a whole to ensure that you have a picture of what it says.
- Ensure that you appreciate the approach to teaching and learning for that subject e.g. Science and enquiry.
- Reflect on the approach you will take to student centred learning.
- Decide on the teaching situations and learning activities that would suit your class of students Review and if necessary rewrite the range of possible learning outcomes so that they reflect the range of students' attainment levels in your class.

1.2 Flexibility preparing for a lesson

Decide on Unit Teaching Objectives for the week

1. appreciate the term democracy in modern day society
2. appreciate the development of democracy through the ages

- Insert the teaching objectives for the whole unit

- Identify some key words to be stressed throughout the unit
- Indicate some of the key teaching materials that you will use

Decide on appropriate vocabulary

Flexibility in deciding the key words to be used:

society, rights and responsibilities, groups, interdependent

The plan shown below is to illuminate what is meant by flexibility. It is not intended that the teachers has to write a similar plan although the teacher may make some sort of preparation guidance notes especially if there is an LSA in the class

Decide on work station groupings of students

1. In Group one the objective and activity come from unit; In this case the planning follows the guidance
2. In group two the objective is a different one and the activity is as per unit; **Flexibility** In this case is that the order of the objectives is different for different students in the same class as some may have progressed more quickly
3. In group three the objective is the same as group two but the activity is different; **Flexibility** in this case is in the change of teaching activity
4. In group four the objective is from a different inclusive objective and the activity comes from the unit; **Flexibility** in this case is in the change of level of objective

1.3 Lesson notes

- Make a note of the approximate amount of time that you would devote to teacher centred teaching and student centred learning. You may have two 10 minutes teacher directed sections followed by a 10 minute student reviewed section within each lesson.
- Write the teaching situations and try to make them exciting.
- Write the guidance for teaching those activities to maximise student centred learning.
- Ensure that each supporting LSA has the activity that they are to do demonstrated to them (not just explained).
- Make sure that everyone knows that the learning outcomes are possible indicators of student response and not teaching objectives.

2. Flexibility in modifying your guidance notes as you progress

2.1 During the lesson

- During the lesson activities glance at the adults to check that they are doing what you expect. If the adult is not doing what you want either show them there and then or talk to them after the lesson.
- Ensure that any behaviour guidance is clear and adhered to.
- At the end of the lesson review the subject content that has been covered and evaluate if you need to make changes for the coming week. You may keep the same content for the whole teaching block or you may insert new activities or content.

Flexibility as the plan of the lesson progresses then you can evaluate:

- The appropriateness and effectiveness of the teaching materials,
- The teaching interaction situations,
- The groups and the effectiveness of the adult support
- The quality of achievement from the student
- The actual responses the students give that indicate the level of learning outcomes

Constantly refer back to the subject unit:

- Ensure that the spirit of the unit as shown in the objectives and indicative learning outcomes are clear in your teaching plan
- Reflect on the effectiveness of the delivery of your teaching objectives in the spirit of the unit
- Check that your subject approach to teaching and learning meets the guidance in the Teachers' Handbook
- Reflect on whether you have assessed the student at the correct level of attainment that he can achieve without adult intervention

The modifications to subsequent lessons may be needed if not all objectives are covered. By modifying the teaching plan as the teaching block progresses, adjustments to lessons can be made according to:

- the speed at which the teacher successfully completes the teaching objectives
- the teaching situations can be modified according to the spontaneous inspiration of the teacher

- the student learning outcomes can be individually adjusted, as the learning progresses for different students

2.2 Reviewing the teaching objectives and student attainment once the unit is completed

- Evaluate the effectiveness of the teaching objectives
- Evaluate the learning outcomes for each student
- Use the above information to inform the planning of the next unit

2.3 Flexibility with the Teaching Objectives

The teaching objectives are to inform the teacher's delivery of the subject content.

- All of the teaching objectives contribute to the Teaching Objectives Framework for the subject.
- The teaching objectives reflect the syllabus of the Central Curriculum that are appropriate to the level of attainment of our students
- Teaching objectives should NOT be referred to as learning objectives. (Learning objectives do not exist within our diversity paradigm)
- Teaching objectives challenge the quality of the teacher's knowledge of the subject they are teaching.
- For ease of access then for Form 1 there are a set of teaching objectives for students who are attaining at levels 5,6,7 and 8 and a later set in the same units for students who are attaining at levels, 1,2,3 and 4.

2.4 Flexibility in evaluating learning outcomes

Macro Learning Outcomes are based on the level descriptors and they give us an indication of the range of student responses within an annual review context. They allow the teacher to appreciate the broad range of levels of student attainment in the class and to reflect on the general differences across a class of students. Here are a set of examples of a set of Macro Learning Outcomes for Social Studies.

The Teaching objective is: explain why in society it is important for people to respect each other.

The Macro Learning Outcomes are that the students will:

Analyse democracy in terms of mutual respect and apply their theoretical knowledge to real-life situations. (Level 8)

Explain and discuss how in a democratic environment people need to demonstrate mutual respect. (Level 7)

Recognize that in a democratic society or in a democratic environment respecting each other is crucial. (Level 6)

Be aware that when we respect each other, whatever our differences and opinions, leads to a healthy society. (Level 5)

Appreciate that regardless their differences and similarities, they are all different. (Level 4)

Start to show respect to the beliefs and views of others. (Level 3)

Be conscious that they are all different and everyone is unique. (Level 2)

React to different choices by taking action, through gestures, signs or other means of communication. (Level 1)

Micro Learning Outcomes are based on the response of the students to their teaching experience within a lesson. When a lesson activity is first planned the micro learning outcome will be an estimate by the teacher.

- Once the lesson has been taught the teacher can write a realistic outcome statement.
- Each student will have his/her own expected learning outcomes.
- The ability to attain an outcome should be where the student is in control of the learning and NOT where the teacher is promoting an answer.

- During a Teaching Block a student should develop their learning outcome attainment.

Examples of Micro Learning Outcomes could be at Level 6

The Macro learning outcome is: students will recognize that a democratic environment prevails outside the school and their village/town environment. (Level 6)

The Micro learning differences may be:

Students in group 1 can describe a process of electing a student-council representative or a class prefect

Students in group 2 can come up with a way of electing a class representative who speaks to the Head of School about changing a school rule

Students in group 3 can draw a poster to promote the right candidate as a class representative

Students in group 4 can describe (or put in order) a set of pictures leading up to the choice of a class representative

3. Flexibility as a result of reviewing the teaching objectives and student attainment

In order to allow learning and teaching to inform each other it is important to review the activity in the classroom from both a teacher and a student perspective. The following criteria may help the teacher to reflect on the flexible criteria that may influence modifications of the teaching and learning process.

Critical review criteria

1. Are the teaching objectives from the Scheme of Work unit correctly copied?
2. How are the students put in groups at clearly defined work stations?
3. Does the range of activities fit the allocation of time for that lesson?
4. Is there an appropriate share of the amount of time between teacher centred teaching and student centred learning?
5. Do the teaching activities maximise student centred learning?
6. Are the teaching situations exciting?
7. Do the student learning outcomes differentiate the range of outcomes to be found within one level of attainment?

8. Is there an effective range of student learning outcomes expected for each teaching activity?
9. Do the supporting adults have clear written directions?

Note on curriculum management and flexibility

- At every hierarchical level of the schooling process the curriculum can be flexibly managed to ensure that the best quality of education is provided to the students. The different levels of management are DCMeL, College, SMT, HOD and Classroom.
- By curriculum management we are referring to the process whereby the co-ordination of the levels of attainment of each of the students are matched by the managed provision of the full range of educational resources, human, physical and financial.
- In a curriculum that is underpinned by the need to respond to diversity and student centred learning, then at each level there are two important features. In this case we are referring to curriculum management features for classroom teachers.
- The first feature is the need for teacher freedom to flexibly make decisions on how best to use the resources available. The second feature is the need to have responsibility so that the decisions that are made need to be evaluated.
- In this case the EO and HOD give the teacher a set of units which the teacher has flexibility to deliver. Conversely the teacher then is responsible to the HOS and EO for the evaluating the effectiveness of the planning as indicated by the progression in attainment of the students.
- Flexibility and responsibility of managing the curriculum at the higher levels will be referred to in another paper. At every level it is the successful progression in attainment level of the students that drives the management of the full range of curriculum resources.

Appendix 2: Glossary of Terms for All Units

Glossary of Terms for Unit 1 (Form 1)

Diversity: The difference between human beings both in opinion and attitudes and in their ways of behaviour. People can vary in skin colour, one's abilities, and sexual orientation as well as in religious or political beliefs.

Equality: Every person is treated equally irrespective of whether one is a male or female, black or white, rich or poor without any distinction or discrimination.

Gender: This is the sociological difference imposed by society based on the sex of the person according to the time and place he/she is living in.

Gender roles: Stereotyped roles according to the sex of the individual. These can vary between one country and another and from time to time.

Identity: The characteristics which differentiate you from others but by means of which you can be recognized, for example one's name, sex, age and physical features.

Race: Any of the groups into which humans can be divided according to their physical characteristics, for example skin colour, colour and type of hair, shape of the eyes and nose.

Roles: That what is expected from you according to where you are and who you are with, for example a son/daughter when at home but a student when at school.

Sex: This is the biological difference evident at birth of every individual, for example male or female.

Socialization: The process of learning which is passed on from one generation to the next so that the new members of society will learn the norms, values and rules of conduct acceptable in the society they are to form part of.

Society: This is formed by many different groups of people with different interests but with common things that unite them, for example common laws and same government.

Values: Principles that guide us in our life to do the right choices. These can be cultural, familial or social values.

Glossary of Terms for Unit 2 (Form 1)

Democracy: A system of governance whereby the government is chosen by the people, for the people and from the people in a free election and which respects the right to vote, and that of opinion (both political and religious).

Elections: A process whereby the citizens of a country vote to elect their representatives in government.

Fundamental Human Rights: Something which everyone is supposed to enjoy no matter who he/she is in order to be able to live life in the dignity due to a human being.

Responsibilities: What is expected from me as an individual in relation to the other members of society.

Rights: What is one's due from society.

Glossary of Terms for Unit 3 (Form 1)

Consumer: A person who buys a product or a service.

Consumption: The process of buying and using products, services and resources.

Distribution: The transport and supply of goods etc. to various people or places.

Factories: Places where raw material is manufactured into a finished product by a number of workers and the use of sophisticated machinery.

Products and services: commodities for which customers are ready to pay a price.

Production: the production process entails the extraction of raw materials which pass to factories in order to transform raw material into a finished product through the use of machinery. Afterwards, the product passes to a shop from where customers can buy such products.

Products: Tangible and visible commodities which we can buy to satisfy our needs and wants.

Resources: Things which persons can make use of. These can be natural like coal, oil and gas. They can also be humans.

Services: Intangible and invisible commodities for which customers are ready to pay in order to satisfy their needs and wants.

Shops: Places where a consumer can buy products from.

Trade: The process of buying and selling of products which can also take place between one country and another.

Wants and needs: Things one can acquire, these can be things one wants only or else things one really needs and cannot live without.

Glossary of Terms for Unit 1 (Form 2)

Agents of socialization (primary and secondary): primary agents are the first group of people who start teaching each individual the accepted ways of behaviour for him/her to be integrated in society. These are normally one's family which, in Malta, would often include the grandparents. Secondary agents are teachers in schools, the peer group, our neighbours, teachers of religious doctrine and the mass media.

Family (extended, nuclear, symmetrical and others): the family is the smallest group that an individual would form part of. It is also referred to as the “cradle of society”. We find various types of family, amongst which is the **extended**. This is composed of more than two generations living under the same roof; these are mostly found nowadays in developing countries. A **nuclear** family is composed of parents and children only, where the mother usually stays at home whilst the father is the breadwinner. The **symmetrical** family is that where the parents are equal partners and share equal responsibilities both at work and at home. Then there are single parent households, gay families, childless couples and widows/widowers with their offspring.

Mass media: these are the means of communication which reach many people at the same time with their message. Amongst these we can find the television, radio, newspapers, magazines and the internet and these can deliver their message in a verbal or non-verbal way. These are very influential in today’s world.

Peer groups and peer pressure: the first one is that group of friends which is so influential in the life of the adolescent, whilst peer pressure is that pressure which the group of friends usually exerts on one another to conform to the same rules of conduct and norms. This may lead to bullying or to behaviour which is unacceptable to the adults in society and could lead to problems with parents.

Sanctions: these are like punishments and rewards which are used to reinforce acceptable behaviour and punish deviant behaviour according to the particular society and time. These can take the form of fines or prison sentences or else clapping or an honorary prize.

Self-discipline and social control: This is the discipline an individual has learnt to exert on himself/herself through the process of socialization. This is also referred to as **primary** social control whilst against those who break the State’s laws there are means which are used in order to control deviant behaviour; these are called **secondary** means of social control like the law courts, prisons, the police force and local wardens who are all responsible for maintaining law and order. There are also primary means of social control used against those who break the norms of society and these are usually enforced by the neighbours.

Social institutions: these are the so called “pillars” on which society rests, amongst which we find the educational, religious, political, economic, health, communication and the family institutions. Every society has these institutions, but these may vary in importance according to the particular society or times. For example, in Malta the most powerful institution had been the religious one, but today both the political and the educational have become more important.

Glossary of Terms for Unit 2 (Form 2)

Bias: a prejudiced idea against something or someone. This idea could lead to favour one party and not the other.

Civic values: values related to the respect and love for one's country or village whereby the individual would be willing to do anything necessary to look after and maintain this same country as a matter of pride.

Communism: this is an extreme left political ideology. It promotes equality amongst everyone and is possible only if the State takes control of everything to provide all the necessities for the citizens to make sure that there are no differences among the citizens. This type of ideology sacrifices the individual's liberty in order to safeguard equality.

Dictatorship: this is a type of government whereby the leader imposes himself on the people and rules by the use of force and fear. A dictator is not elected by the people but often is a leader of the army, and therefore has both the country's force and armaments at his/her disposal.

Local councils: these are a form of local governments elected by the local community to administer and maintain a town or village. These strengthen the idea of democracy in the country and the involvement and interest of the people in their community whilst decreasing the chance of abuse of power.

Minority groups: these are usually groups which are established to promote a certain idea and put pressure on the rest of society including the government so that their rights will be granted even though they are different from the majority of the people within the same society. Generally these are made up of a small number of people, for example groups that promote gay rights, the environment or hunting.

Pluralism: an idea which is respected in democratic countries whereby the State respects freedom of speech and allows everyone a chance to express their opinion regarding any issue that might arise, whilst also granting the right to exposure of different points of view. Wherever this right of pluralism exists one finds various television and radio stations as well as newspapers which all make sure that this right is respected and upheld.

Regime: this is the same as a dictatorship, but power is in the hands of a group of people who also rule through use of force and fear.

Glossary of Terms for Unit 3 (Form 2)

Consumerism: this is the false belief that mass production has brought about, that for one to be happy, one needs to buy as many things as possible. The media continues to emphasize this idea through its incessant advertising. This excessive consumerism of goods and services is having a negative impact on the environment.

Identity: this is what makes you who or what you are, with your own personality and character. One is recognized through his/her identity.

Part-time and full-time work: On a part-time basis a worker is employed for a fixed number of hours or varied, but does not enjoy the same benefits that a full-time employee enjoys. On the other hand, a full-time worker works for a fixed number of hours according to the work contract and on a regular basis whilst receiving the agreed pay.

Voluntary Work: this is the type of work which takes place without pay and because a person wants to do it out of a sense of interest and not because he needs to. Voluntary work is necessary for the good of society.

Unemployment: this is a situation where a person is looking for employment but cannot find any. This can be due to either because a place of work has had to close down or because the employer decides to take his work to a country where wages are cheaper. A rise in population or an economic recession could also lead to unemployment. Unemployment leaves a negative impact on the individual, his/her family and the economy of the country.

Appendix 3: Assessment for Learning – important general principles

Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know

Before starting to teach a new topic or concept, we need to become aware of what are the pupils' perceptions on the subject. Techniques that can be used include Brainstorming, Questioning, Survey, Concept Mapping, Mind web, Discussion, Short test, Evaluate written work done at home or at school.

2. Effective Questioning Techniques

We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a 'hands up' technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**
Simple recall: Who? Where? When? What?
- **Application Questions**
Can you think of another situation similar to this?
Do you know of another story that deals with the same issues?
Do you know where else this can be used?
- **Analytical Questions**
What makes you think that?
Can you support your view with evidence?
Why do you think this was written/given in such a way?
Why did you decide to do it in such a way?
- **Synthesis Questions**
What is your opinion?
What evidence do you have to support your view?
Given what you know about... what do you think?
If you were.... what would you think

- **Evaluation Questions**

What makes this ... successful?

Does it work if done in another way?

Which is better and why?

3. Oral Feedback during the lesson

Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher, and student to student. Good Oral Feedback should

1. focus on the student's work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. se comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students' comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson

'It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback'. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.

Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve against the learning intention.

The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.

Comments need to begin with what has been a success by showing what needs to be improved and by giving advice on how this improvement can be achieved.

The feedback given has to cause thinking and students need to be given time to answer

- Focus on specifics by asking a specific question about what went wrong

- Delve and ask questions that prompt a student to be more specific

The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students' self-esteem.

5. Promoting Self-Assessment and Peer-Assessment

Self-Assessment

Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher's summary, unraveling misconceptions that might have been created and providing links with future learning. Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students' part.

Training students to be self-evaluative

1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.
2. Recap the learning intention a number of times during the lesson.
3. Be prepared with a number of questions for the end of the lesson.
What did you find most difficult to learn?
Is there something which you are still unsure about?
Is there anything you need to know more about?
4. Give students some thinking time (15-30 seconds) to answer the above questions.
5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.

Peer-Assessment

When students are given the opportunity to verbalize what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question. Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form the basis of peer-assessment: Students have to learn to observe to form an opinion and to know why they have formed that opinion.

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Appendix 4: Digital Technology Enhanced Learning

Using Digital Technology to enhance learning is a requirement of the National Curriculum. It is the entitlement of all students. The entitlement documents that follow are not intended to be exhaustive, but indicate where Digital Technology might usefully support students in acquiring knowledge, being creative, collaborative and in communicating appropriately and effectively.

In many secondary schools access to Digital Technology at this point in time poses a number of challenges, so careful planning is necessary to use even a small amount with all students. The situation in Primary schools is less challenging as each class has at least three PC and the teacher's laptop. As any reform is a journey rather than a one-off event, it is envisaged that the entitlement documents will be updated periodically to accommodate new emerging technologies. It is not intended that all of the suggested links and possible activities be used and those described may be used in different ways. Some activities and ideas lend themselves to using the teacher's laptop and the interactive whiteboard at its most basic function. Other activities and ideas work best with a networked system and portable computers, and which make best use of the virtual learning environment. Students may be able to use ICT at home and this should be encouraged where it is appropriate.

The suggested ideas (at the end of each unit) exploit the software that already exists in school or is available freely in the public domain or cloud. Many of the activities are straightforward and easy to put in operation. Others may require support from e-Learning Champions in the school. In any case the best idea is for class teachers to consult the school's e-Learning Champion about what they want to do and how it might fit in the curriculum. It is not the intention of the e-learning entitlement documents to deliver students' ICT capabilities although some activities will consolidate what the students learn during discrete ICT and Computing lessons.

The PC and other digital technology

Primary and secondary school students need to be taught 21st century skills if they are to thrive in the technology-infused job sectors they will enter in the future. We need to fuse the traditional 3 Rs with critical thinking and problem solving, creativity and innovation, communication, and collaboration. It is no longer enough to instruct students in spoken and written communication. They need to be taught to communicate electronically including netiquette, email and Web interactions. Collaboration today happens also virtually, where materials and documents are shared without regard to physical space. More collaboration will be occurring in 3D, immersive environments so students need to be adept at navigating virtual worlds. It follows that students should be given opportunities to apply and develop their ICT capability through the use of digital technology and Web 2.0 tools to support their learning in all subjects.

Students should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Bloom's Digital Taxonomy

Bloom's Taxonomy in its various forms represents the process of learning. The six levels by Bloom have been simplified in some cases, like the three storey intellect inspired by Oliver Wendell Holmes and adapted to education by Art Costa, but basically Bloom's Taxonomy still represents how people learn. Bloom's revised digital map is an update of the original 1950 and 2000 map and accounts for the new behaviours, actions and learning opportunities that emerge with new technologies. The digital taxonomy addresses the following skills:

Key Term	Thinking skills	Digital skills	Low order thinking skills ↑ High Order
Remembering	Recognize, listen, describe, identify, retrieve, name, locate, find	Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, searching, Googling, local bookmarking.	
Understanding	Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify	Advanced searching, Boolean searching, blogging, twittering (micro-blogging), categorising, tagging, commenting, annotating, subscribing.	
Applying	Implement, carry out, use, execute	Run, load, play, operate, hack (reconfigure or re program a system), upload, share, edit	
Analysing	Compare, organise, deconstruct, attribute, outline, find, structure, integrate	Mashing-up (as in layering of images on maps), link, validate, reverse engineer, crack, media clip	
Evaluating	Check, hypothesise, critique, experiment, judge, test, detect, monitor	Comment in blogs, post, moderate, collaborate, network, refactor (as in improving code readability, i.e. undertaking tiny changes in program code to improve software), testing new code	
Creating	Design, construct, plan, produce, invent, devise, make	Program, film, animate, blog, video blog, mixing and remixing, wiki-ing, publishing, video casting, podcasting, directing	

Appendix 5: Matching software to Attainment Levels 1 to 3

The following level 1, 2 and 3 attainment level statements all contain examples of software that can be used to support teaching activities.

Level 1

A1i Using Big Bang, Switch It Patterns to attract attention, student may be passive or resistant.

A1ii Using Switch It Series, student shows alertness and simple reflex responses.

A2i Switching on a fan or tape recorder using a switch, watch and track images on a screen using Big Bang, Big Bang Patterns.

A2ii Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a sequence.

A3i Communicate intentionally to ask for computer, press the Go button on a BeeBot to repeat a movement. Show pleasure at the responses e.g. Switch It Series build up.

A3ii Initiate a program - e.g. Touch Games, Switch it Maker 2 to start the sequence. Anticipate the next step in a program e.g. Choose and tell Legends. Use two switches to make a choice e.g. Switch Skills for Two, Choose and Tell Series. Use Choose it Maker 2 to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

A4 Students recognize their own image (digital photographs in Switch It! Face Maker), start a story on a DVD.

A5 Matching activities in Skill Builders Matching Skills, Sorting Skills, recognizing numbers and alphabet letters in Choose It Maker 2, Clicker 5. Use a communication grid to make needs and wants known Boardmaker Plus, The Grid 2.

A6 Use the computer or portable communication device to send a message, write their own name in Clicker 5, Symwriter. Save and retrieve work they have done in Clicker 5. Follow a set of instructions to control the Constructa-bot, Pro-Bot. Switch on the computer and load a familiar program independently

Level 3

A7 Choose which images to include in Switch It Maker 2. Give directions and instructions and use symbols to write messages in Clicker 5, Symwriter, Communicate in Print 2

A8 Record own voice on Easi-Speak or computer program e.g. Switch-it Maker 2, put together their own slide sequence using Switch-it Maker 2, select and insert a clip art into a word processor, Select a range of tools from a toolbar in Clicker 5, make animation in Textease.

Appendix 6: Online resources for attainment levels 1 to 3

The following list details sources of free software and guides that can be used to support students with individual educational needs and the use of Assistive Technology.

ACE Centre Advisory Trust <http://www.acecentre.org.uk>

ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.

Call Centre <http://www.callcentrescotland.org/resources>

Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.

Children's BBC (CBBC) <http://www.bbc.co.uk/cbbc/>

BBC web site for children with switch accessible online games.

Communication for All <http://www.communication4all.co.uk/>

An interesting website which supports inclusion

Crick Software Ltd <http://www.cricksoft.com/uk/> and <http://www.learningrids.com/uk/>

freely downloadable Clicker 5 grids, a software package used to support students across all curricular areas.

Do to Learn <http://www.dotolearn.com>

Games, songs and fun activities.

Enchanted Learning <http://www.enchantedlearning.com/Home.html>

Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.

Help kidz learn <http://www.helpkidzlearn.com>

a number of activities which can be used with a switch, tracker-ball or other hardware.

Hiyah <http://www.hiyah.net/software.html>

downloadable games including pre-literacy and early maths skills.

Inclusive Technology <http://oneswitch.org.uk/>

Ideas, games and resources for art, music and playing video and computer games using switches.

Intellitools Inc <http://www.intellitools.com/>

Activity exchange area including the Intellikeys concept keyboard and Classroom Suite.

Jigsaw Planet <http://www.jigsawplanet.com/>

Can create a puzzle with a minimum of 6 to a maximum of 200 puzzle pieces.

Mayer-Johnson resources www.mayer-johnson.com

Software downloads and a 30 day trial version of Boardmaker symbols.

Meldreth Manor <http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html>

Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.

Northern Grid for Learning <http://www.northerngrid.org/sen/dbsenmain.htm>

Appendix 7

Attainment Level One explanation.

This appendix is for teachers of those students who are attaining at Level One. In psycho-medical terms the students at this level have profound and multiple learning difficulties. A number of these students will be attending mainstream schools whilst some students at this level attend St Miguel and Helen Keller schools.

A theoretical underpinning to early thinking skills

An overview of Piaget's stages of cognitive development

First Stage Sensorimotor	Birth to 18 months	Infant interacts with the world through actions such as crying, regulated gestures, and exploring.
Second Stage Pre-Operational	2 yrs to 7 yrs	Pre-schoolers relate to their world through symbolic reasoning, magical thought, and continued sensorimotor activity.
Third Stage Concrete-Operational	7 yrs to Adolescence	Children begin demonstrating logical thought by using concrete examples from the world around.
Fourth Stage Formal Operational	Adolescence into Adulthood	Adolescents go beyond concrete examples and begin engaging in abstract thinking.

The sensori motor development

In order to understand how to develop thinking in pupils who are functioning at attainment level one, we adopted an approach based loosely around sensori motor perspective on cognitive development from 0-2 years of age Piaget (1955). This approach is illuminated in the following text whereby the six strands formed the focus of learning, and the three levels of circular reaction formed the developmental levels of progression in learning that became the basis of the P scales 1-3.

Piaget's sensori motor development and the attainment level scales,

A) Strands of development adapted from Uzgiris and Hunt (1975)

1) The Development of visual pursuit and the Permanence of Objects

Fixating on and tracking objects, recognising the continued existence of partially hidden and hidden objects, retrieving partially hidden and hidden objects

2) Means of Obtaining Desired Environmental Events

Increasingly complex ways of asking for things to happen. Getting repetition, various ways of getting objects, strategic planning for achieving ends.

3) The Development of a) vocal and b) Gestural Imitation

- a) differentiated coos and distress sounds, imitation of sounds already in repertoire, imitates some new sounds, will imitate most sounds
- b) Imitates familiar own body actions, imitates visible gestures, imitates invisible gestures, imitates new models of gestures

4) The Development of Operational Causality

Increasing levels of understanding about what makes things happen. (Some overlap with scale 2). Profound egocentricity, self at the centre of all events, self and others making things happen.

5) Construction of Object Relations in Space

Increasingly complex understandings of spatial relations. Tracking, grasping, appreciation of spatial effects e.g. gravity and position of objects.

6) The Development of Objects in Relation to Schemes

Reflexes, simple undifferentiated schemes, differentiated schemes, dropping and throwing objects, socially instigated schemes.

B) Piaget's Stages (levels) of Development,

From Hogg and Sebba, 1986

There are three main levels which are divided into six stages, two levels at each stage

Primary circular reactions, based on reflexive responses leading to schemes that are repeated and generalised;

Secondary circular reactions, leading to the co-ordination of secondary schemes, where learned habits emerge into intelligent behaviour;

Tertiary circular reactions, leading to the invention of new means through mental combinations with trial and error and dependence upon feedback as a basis for new learning.

C) The adaptation of the above approach to thinking means that we have six strands of learning i.e

- 1) *The Development of visual pursuit and the Permanence of Objects*
- 2) *Means of Obtaining Desired Environmental Events*
- 3) *The Development of a) vocal and b) Gestural Imitation*
- 4) *The Development of Operational Causality*
- 5) Construction of Object Relations in Space
- 6) The Development of Objects in Relation to Schemes

Within each of these strands at Level One, there are a further three sub levels each of which is divided into two further levels. This makes a total of six sub levels in total

Sub-attainment level 1i

- 1, 2, 4. Student encounters activities and experiences. Student follows a slow moving object. Student watches their hand when it moves.
- 3a. Student makes sounds when not distressed.
- 3b. Student shows interest in adults.
5. Student turns head in direction of familiar adult on hearing or seeing them.
6. Student touches an object.

Sub-attainment level 1ii

1. Pupils show emerging awareness of activities and experiences. Student notices the disappearance of slowly moving objects.
2. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, student grasps an object visually directing his hand to the object.
- 3a student responds to infant like sounds.

3b student attempts to imitate action but does not succeed

4. student repeats arm actions to keep an object active consistently

5. student is able to localize the source of a sound visually

6 student may give intermittent reactions, student interacts with several objects at the same time by taking them to their mouth.

Sub-attainment level 2i

1. They begin to show interest in people, events and objects. Student pulls off a screen to obtain an object.

2. Pupil's begin to respond consistently to familiar people, events and objects. Student repeats an action moving their hands systematically to produce an interesting event.

3a student vocalizes similar sounds to adults

3b student imitates a familiar gesture immediately

4. student accepts and engages in coactive exploration. Student produces a dominant act during a pause to suggest a procedure.

5. student reacts to new activities and experiences. Student follows a rapidly moving object and locates it visually only when it lands into views.

6. Student interacts with several objects at the same time by visual inspection

Sub-attainment level 2ii

1 student finds an object completely covered in three places and searches directly under the correct screen.

2. Student begins to be proactive in their interactions. Student moves the body to regain an object and continues to play with it.

3a student imitates familiar words

3b student models unfamiliar gestures immediately.

4. student cooperates with shared exploration and supported participation, for example, in a familiar game the student responds during pauses.

5. student performs actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, student drops objects into a container and reverses it to get it out

6. student bangs two objects together

7. student communicate consistent preferences and affective responses, for example, showing a consistent dislike for certain flavours or textures.

Sub-attainment level 3i

1. student sustains concentration for short periods. Student finds an object under three super imposed screen.

2. student remembers learned responses over more extended periods. Student understands the relationship of a support and reaches for a object

3a student imitates unfamiliar sounds but not in a similar way.

3b student attempts to imitate unfamiliar actions they can see.

4. student participates in shared activities with less support. Student attempts to suggest a procedure to create a new event of interest to them

5. student observes the results of their own actions with interest. Student acts on a place with objects appreciating the force of gravity

6. student explores materials in increasingly complex ways, Student shows more varied actions adapted to specific objects such as swinging objects

7. Pupils begin to communicate intentionally; They seek attention; they request events or activities

Sub-attainment level 3ii

1. student searches to find an object under the correct one of three screens.

2.They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents.

3a.b. Pupils use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately

4. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time e.g. uses a stick to get an object without demonstration.

5. Pupils may anticipate known events, for example, drops several objects repeatedly to see where they land.

6. They actively explore objects and events for more extended periods, for example, feeling the textures of different parts of a plant.

When another person is present, a student will show objects to encourage social interaction.

7. They may respond to options and choices with actions or gestures, for example, touching one substance rather than another.

These levels form the bases of the learning outcomes that are being developed attainment Level One within the Maltese curriculum. At this level of teaching the access is on the six strands of learning and the national curriculum forms the learning context and environment within which the students can learn. So for example the students may not be learning Science but in terms of cause and effect when ice-cream melts on their body then in scientific terms materials are changing their properties from solids to liquids.

The application of this approach is particularly relevant in the teaching of mathematics at attainment Level One.

